



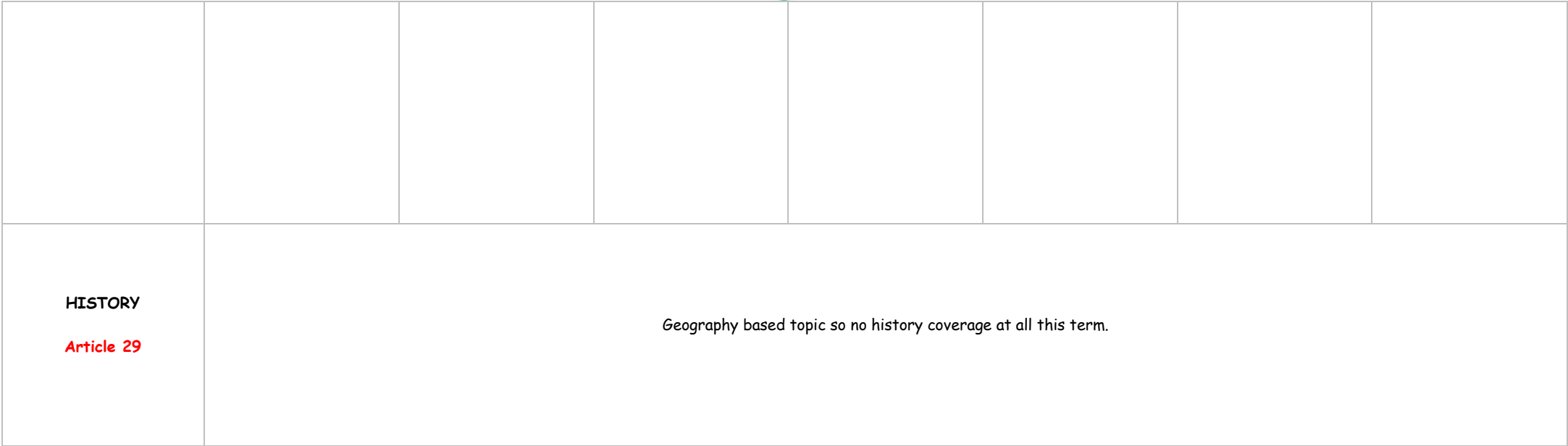
Garlinge Primary School & Nursery - Year 3 Medium Term Planning Map - Term 6 2024/25

All learning covers articles 1, 2, 23, 28 and 42.

	WEEK 1 05/06/23	WEEK 2 12/06/23	WEEK 3 19/06/23	WEEK 4 26/06/23	WEEK 5 03/07/23	WEEK 6 10/07/23	Week 7
LEAD TEXT/TOPIC	<u>Scotland</u> <u>Katie Morag delivers the mail.</u>	<u>Scotland</u> <u>Katie Morag delivers the mail.</u>	<u>Scotland</u> <u>Katie Morag delivers the mail.</u>	<u>Scotland</u> <u>Katie Morag delivers the mail.</u>	<u>Scotland</u> <u>Katie Morag delivers the mail.</u>	<u>Scotland</u> <u>Katie Morag delivers the mail.</u>	<u>Scotland</u> <u>Katie Morag delivers the mail.</u>
ENGLISH Genres Article 29	Narrative (Adventure and Mystery) - Retell Katie Morag delivers the mail.	Narrative (Adventure and Mystery) - Alternative adventure for Katie Morag delivers the mail. ASSESSED WRITING	ASSESSMENT WEEK	Dialogue and Plays - Turn Katie Morag story into a play.	Dialogue and Plays - Turn Katie Morag story into a play. Perform the play. GREEN BOOK	Poetry - Acrostic poem about Scotland.	Creative Writing.



MATHS Refer to Maths Hub weekly Planning Article 29 & 31	<u>Measurement: Time</u> To use am and pm To understand years, months and days To understand days and hours To use start and end times To consolidate understanding of time One lesson per week to include active maths	<u>Measurement: Time</u> To use durations To understand minutes and seconds To understand units of time To solve problems with time To consolidate understanding of time One lesson per week to include active maths	<u>ASSESSMENT WEEK</u>	<u>Geometry: Shape</u> CULTURE DAY To practise making $\frac{1}{4}$, $\frac{1}{2}$ $\frac{3}{4}$ and whole turns both clockwise and anticlockwise. To understand right angles To compare angles To measure and draw horizontal and vertical lines accurately One lesson per week to include active maths	<u>Geometry: Shape</u> TRANSITION DAY To identify parallel and perpendicular lines To recognise, describe and draw 2D shapes To recognise and describe 3D shapes To consolidate understanding of shape One lesson per week to include active maths	<u>Statistics</u> To interpret pictograms and draw pictograms To interpret bar charts To draw bar charts To collect and represent data To use simple two-way tables One lesson per week to include active maths	CONSOLIDATION WEEK
	<u>PLANTS</u> <u>ENQUIRY 1</u> How are seeds are dispersed? <u>SUBSTANTIVE KNOWLEDGE</u> .To know that seeds can be dispersed in a variety of ways. .Seeds are dispersed so that plants do not compete and become overcrowded.	<u>PLANTS</u> <u>ENQUIRY 2</u> What are the main functions of the different parts of a flowering plant? <u>SUBSTANTIVE KNOWLEDGE</u> . Know the main functions of different parts of a flowering plant, including roots, stems, leaves, flowers. - Know that roots keep plants steady in the soil and root hairs absorb water and nutrients.	<u>PLANTS</u> <u>ENQUIRY 3</u> How do plants make food and how water is transported? <u>SUBSTANTIVE KNOWLEDGE</u> . Know that plants need water to make their own food. - Know the function of a plant stem, leaves and roots in absorbing and transporting water.	<u>PLANTS</u> <u>ENQUIRY 4</u> Do all plants need the same things to stay alive? <u>SUBSTANTIVE KNOWLEDGE</u> . Know that plants are alive, and they need air, light, water, nutrients from the soil and room to grow to stay alive and grow. - Know that plants need different amounts of these things to stay healthy.	<u>PLANTS</u> <u>ENQUIRY 5</u> Why does a plant need flowers? <u>SUBSTANTIVE KNOWLEDGE</u> . Know that the cycle from seed to plant to flower to seed is called a lifecycle. - Know that pollination is when pollen is moved from plant to plant. - Know the part that flowers play in pollination.	<u>PLANTS</u> <u>REVIST AND ASSESS</u> <u>SUBSTANTIVE KNOWLEDGE</u> .Identify and describe the functions of flowering plants. .Explore the requirements of plants for life and growth and how they vary from plant to plant. . Investigate the way water is transported within plants. .Explore the part the flowers play in the life cycle of a flowering plant, including pollination, seed formation and seed dispersal. .	<u>ECO LESSON</u> <u>WILDFIRES</u>



Scotland

To assess current knowledge about Scotland.

Glue in title page.
Discuss what they already know about Scotland and what they want to know.

Complete a KWL grid.
Glue in Knowledge organiser and discuss vocabulary for the term.



Show clip on Scotland.
<https://www.youtube.com/watch?v=kkEoVIUMNWU>



Write down 5 facts that you have discovered today about Scotland.

Scotland

To know the countries that make up the United Kingdom.

Discuss where the UK is on a globe/world map. Discuss what they already know about the UK. Which countries make up the UK? What do you already know about Scotland, Wales, England and Northern Ireland? Show the 4 countries on google Earth.

<https://earth.google.com/web/@57.67544721,-4.64007083,399.35126767a,1270296.02445941d,35y,0h,0t,Or>

Share the clip...song on the 4 countries which make the UK.

<https://www.youtube.com/watch?v=RvDIZoQLgIE>

Share the power-point .



TASK 1: Build the British Isles.



Plenary: Use purple mash Geog, UK countries labelling and capitals.

Scotland

To be able to identify the key features of Scotland.

Recap where Scotland is. Find it on Google maps and in atlases.

Discuss what they already know about Scotland. Recap clips from previous weeks.
<https://www.youtube.com/watch?v=IpMP7BnMinng>

View this to gain an insight into some physical features of Scotland and the UK.
<https://www.youtube.com/watch?v=oOvm4c8O73E>

Discuss further physical features of Scotland using the power-point from last week and this.

TASK 1: Build Scotland



Cut out and assemble parts of Scotland. Then locate using an atlas, key areas and label accordingly. Use google Earth to support.
TASK 2: Gain an understanding of the Physical features of Scotland.

Scotland

To know that Scotland is in the Northern Hemisphere.

Recap where Scotland is and the countries which make up the UK. Show clip
The United Kingdom and its Capitals Song



Can we use direction to describe the positioning of each nation?



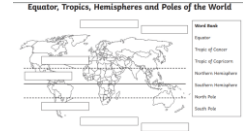
What is a hemisphere. Use globes to explain. Show clip.



Use atlas and visuals to discuss the new vocabulary.



TASK:



TASK : Create a Scotland flag in preparation for the Highland games.

Scotland

To know the designs of the individual flags of the UK and how they fit together.

Recap what the main countries are that make up the UK. Replay song clip from week 2.

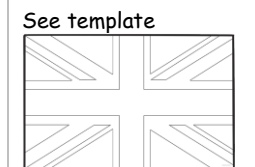
<https://www.youtube.com/watch?v=RvDIZoQLgIE>

Discuss what a flag is and why countries have a flag. Go through power-point.



Explain what the colours of flags mean. Discuss what flags children know. Discuss what the different flags of the UK are. Show/explain how they all form to make Union Jack.

TASK 1: Chn to colour in the flags of the UK. Then using tracing paper, in rectangles, chn draw each flag on different ones and then place them over each other to make the Union Jack.
See template



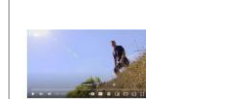
Scotland

To be able to identify some ordnance survey symbols.

Discuss what a map is. Discuss what we can see on a map and how we know what symbols on a map mean. Watch clips.

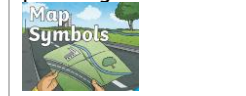


<https://www.youtube.com/watch?v=GxTqLAJ6u58>



<https://www.youtube.com/watch?v=o1NfYYkezys>

Show the different ordnance survey symbols and model finding them on a map. Go through the power-point together.



Chn to use the differentiated ordnance survey symbol sheets to help them find and label different symbols and understand their representations.



Purple mash Geog, 2pairs map symbols.

Scotland

To understand the similarities and differences between England and Scotland.

Discuss what we have learnt about Scotland this term and what we already know about England.

Children to complete "country Comparison" worksheet and fill in the similarities and differences between the two countries.
[assess our knowledge of Scotland.](#)

Discuss what the chn have learnt this term about Scotland.

Chn to complete the L part of the KWL grid and then create a poster to explain what they have learnt about Scotland



COMPUTING Article 16, 17 & 29	<u>Coding 1.7</u> Lesson 1: Instructions LI: To understand what instructions are.	<u>Coding 1.7</u> Lesson 2: Objects and actions LI: To use code to make computer programmes and understand what objects and actions are.	<u>Coding 1.7</u> Lesson 3: Events LI: To use an event and control an object.	<u>Coding 1.7</u> Lesson 4: When code executes. LI: To understand how code executes when a programme is run.	<u>Coding 1.7</u> Lesson 5: Setting the scene. LI: To understand what backgrounds, objects and the scale attribute are.	<u>Coding 1.7</u> Lesson 6: Using a plan. LI: To plan and make a computer programme.	
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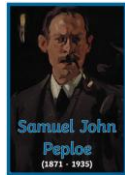
Scotland

To discover more about the Scottish artist Samuel John Peploe. (impressionist)

DISCIPLINE: Painting

FORMAL ELEMENTS: Colour and Texture

WHO WAS HE?



Glue in an image of Samuel John Peploe into your sketch books. Annotate around the outside of it key facts about his background and his work. This could be achieved in ICT or as a whole class. (Colourist at the turn of the 19th Century inspired in France by painting, colour and nature and brought his ideas back to Scotland)

Show pupils a gallery of Pelpoes most famous paintings and glue into sketch books.



Scotland

To be able to understand Pelpoes techniques.

Which techniques did he use?

Why do you think he chose these?

DEVELOPING and EXPLORING.

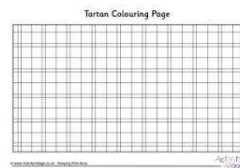
Allow children the opportunity to experiement with different colours and brush strokes. Work in yellow sketch books.

To be able to design a tartan.

Discuss what tartan is and why it is important to Scottish people.

Show examples of tartan and share powerpoint about Scottish tartan and its history.

Discuss what/how tartan are designed and made and colours used. In Sketch books, design your own tartan. Use a ruler to support. Provide chn templates if necessary.



Scotland

To know primary and secondary colours.

SC:

- . To be able to mix secondary colours.
- . To use a suitable brush to control the types of marks desired.

PAINTING:

In the yellow sketch books, children to create their own picture using observation.

Scotland

To be able to evaluate and discuss techniques.

Pupils to share their artwork from previous week.

What went well?
What did you like about your painting?
What could you improve or do differently next time?
 Evaluate their own/and each other's work by using 2 stars and a wish for future paintings.

CELEBRATION OF CULTURE PM 25.6.24

ART & DESIGN

Article 29



DESIGN TECHNOLOGY

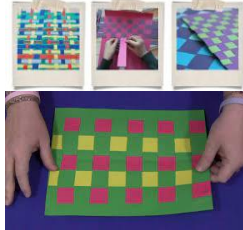
Article 29

Scotland

To be able to use paper weaving techniques.

Discuss/recap tartan lesson and look back at their designs.

Explain that they will be making their tartan out of paper by weaving it together. Chn pick their 3 colours following their design. Model paper weaving to the chn.



Scotland

To be able to use materials and tools safely (optional).

Discuss the different cities of Scotland.

Show a skyline of the main features of the different cities.

Chn to pick a city and create a skyline of their chosen one.





MUSIC Refer to Music Express Scheme of work for lesson plans. Article 29	Singing French - Music Express	Singing French - Music Express	Singing French - Music Express	Singing French - Music Express	Singing French - Music Express	Singing French - Music Express	
PE Refer to PE plans on system. Article 23, 24, 27, 29 & 31	All PE taught by PE Team. SPORTS AFTERNOON TBC SCOTLAND HIGHLAND GAMES (Intra house competition 12.7.24 PM)						
RE Refer to Key Question Scheme of work for lesson plans Article 2, 12, 14, 29 & 30	<u>L2.7 What does it mean to be a Christian in Britain today?</u> Focus Question : How do Christians show their beliefs at home?	<u>L2.7 What does it mean to be a Christian in Britain today?</u> Focus Question : What do Christians do to show their beliefs at church?	<u>L2.7 What does it mean to be a Christian in Britain today?</u> Focus Question : How and why do Christians use music in worship?	<u>L2.7 What does it mean to be a Christian in Britain today?</u> Focus Question : How and why do Christians celebrate Holy Communion?	<u>L2.7 What does it mean to be a Christian in Britain today?</u> Focus Question : How do Christians make a difference in their local community?	<u>L2.7 What does it mean to be a Christian in Britain today?</u> Focus Question : Why do people stand up against injustice because of their religion?	
PSHCE Article 9, 12, 24, 25, 27, 29 & 30	KAPOW (continued from term 5) <u>Focus: Relationships</u> SAFETY AND THE CHANGING BODY Influences L.I: To begin to recognise who and what can influence our decisions.	KAPOW <u>Focus: Relationships</u> SAFETY AND THE CHANGING BODY Keeping safe out and about L.I: To develop an understanding on or near roads.	KAPOW <u>Focus: Transition</u> Coping Strategies L.I: To understand the strategies people use to cope with change.				



PMFL	Salut- Main unit A- Animals ON THE FARM	Salut- Salut- Main unit A- Animals PETS	Salut- Salut- Main unit A- Animals WHAT'S YOUR DOG LIKE?	Salut- Salut- Main unit A- Animals WHERE'S THE CAT?	Salut- Salut- Main unit A- Animals WHERE IS THE ELEPHANT?	Salut- Salut- Main unit A- Animals HENRI LOOKS FOR HIS MOTHER.	
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LOTG to be indicated on Planning RRSA to be indicated on planning with articles ECO to be indicated on planning